

ATTACHMENT 1: RFPI COVER SHEET

Organization Information:

Applicant name: Horn of Africa Services [HOAS]

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Contact Information:

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(please print clearly)

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Signature: /S/ Tsegaye Gebru Date: 12/17/12

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corporation

Section A: Participants

[A.1] Description of Relevant Levy Focus Student Populations HOAS will Serve. HOAS serves East African residents from its main site in Columbia City – the most diverse ZIP code in the U.S. In 2011, HOAS served 3,457 residents from Djibouti, Eritrea, Ethiopia, Somalia, and Sudan, with the largest numbers served in its *After School Tutoring* (23.8%), *Housing* (17%), *Employment* (10.24%), and *Youth* (5.5%) Programs. While the poverty rate for East Africans is 32% (four times that of Seattle families), 56 parents (77%) in 2010 After School Programs reported very low incomes of less than 30% of Seattle's median.

Of 73 students in the HOAS Afterschool Programs, 12 (16%) lived in homes with single heads of household (SHOH). Often SHOH have limited abilities to assist in children's cultural immersion and school success and meet U.S. parenting expectations. This may be due to limited formal education and English proficiency, long workdays, norms of deferring to teachers' decisions, and unfamiliarity with U.S. culture.

Of 73 East African and African American **students** served in the *Afterschool Tutoring Program*, the largest numbers served by age group were 32 [aged 11-13] and 26 [14-17]. Of these 73, 64% were females. Forty-seven (64%) students self-identified as immigrants or refugees; 56% classified themselves as Limited English Speaking; and of 52 New Holly students, two identified their first language as Amharic, nine (2%) as Oromo, and 41 (79%) as Somali. Students came from 20 Seattle Public Schools.

[A.2] Student Capacity. We anticipate serving 45 sixth to 12th grade youths. The projection is based on students in 2012 in HOAS' Youth Programs at its NewHolly, Rainier Vista and Columbia City sites.

Section B: Strategies

[B.1] Levy-related Strategies and the Key Features HOAS Employs to Improve Student Outcomes

[B.1.Strategy #1] For 45 middle school and high school student: The comprehensive *One Economy-Comcast Digital Connectors Program (DCP)* curriculum helps students learn real world digital/broadband technology, leadership, entrepreneurship, healthy living, higher education planning, financial literacy, career and character development skills and participate in authentic community service and civic journalism. Students learn to network computer labs and wireless systems, create video documentaries and media projects to put broadband/Internet technology to use in their communities. *DCP* students [15 each at the Rainier Vista, New Holly and Columbia City sites] will take two-hour classes three days a week from September to July. **Twenty** of the 45 ninth – 12th graders will be in Seattle Human Services' *Youth Job Readiness Training (JRT) Program* one day a week every other week. The 16-week program includes a 12-hour job preparation course on interviewing, resumes, business attire, Digital Media profiles, and work relationships. Weekly activities include college and library visits, community service, meetings with technology business executives, and training on Microsoft Office, digital cameras, movie editing software.

[B.1.Strategy #1] Thirty-eight middle and high school students and 35 parents will take two annual 2-hour "*Being Ready for College*" workshops to support post-secondary education, career/college readiness planning. **[B.1.Strategy #1] For 20 High School students only**, HOAS will provide two-hour COMPASS, PSAT, and ACT college readiness and/or entrance assessment support sessions two days a week using *College Board* and other developers' online and computer based Practice Tests/Study Guides.

[B.1.Strategy #2]: Mentoring/Adult Advocacy and ELL Support for Peer Study Groups will serve **45 middle and high school students and 25 parents**. Three paid and 17 volunteer Mentors will help students share academic progress, aspirations and challenges in biweekly Peer Groups and quarterly with families and school. Career/interest inventories activities, "college knowledge," post-secondary options, real work tasks, and college site visits are integral to the *DCP* and *JRT* programs. ELL Support helps students complete *DCP* and *JRT* activities such as letters to local legislators and resume writing.

[B.1.Strategy #3]: For 25 middle and high school students and 15 parents, Case management will identify students needing intensive support. Our *Family and Student Support Program (FSSP)* includes [5] culturally- and linguistically-relevant *Intake and Case Management (Counseling & Referral Services)*,

[5.1] Home Contact Assistance for Schools, [5.2] Parent-Teacher-School Conference Help, [6] Parent/Family Monitoring and Support for School Success, and [6] Advocacy Services and Cultural Orientations.

During [5] Intake & Case Management, multilingual Case Managers develop Individualized Plans for 25 families to address academic and non-academic barriers to student learning based on family needs assessments. Intake discerns child(ren)'s age(s), English proficiency, (dis)ability, health needs, and sets measurable outcomes and target strategies. Plans include family needs such as translation, health care, housing, and employment support. During [5.1] Home-School Contact Help, our School/Parent Advocacy Lead and Family/Youth Services Coordinator contact parents, call schools on parents' behalf and act as their liaisons to Family Support Workers, Juvenile Detention/Probation Counselors, and teachers.

As a part of [6], **Parent/Family Monitoring/Support for School Success**, we will help 40 parents increase their involvement and advocacy by providing liaison and translation services. We also hold conversations and eight annual [6.1] Cultural Orientations for 50 parents on the norms of U.S. culture, its education system, attendance and grade-level completion requirements, grading periods, progress reports, and the SOURCE system. For some families, we provide [7] Transportation Assistance to school events.

[B.2] Ideal Intensity and Duration of Key Strategies

STRATEGIES		INTENSITY		DURATION
[1] Digital Connectors Program		Two hours daily 3 days/week		September - July
HOAS Sites		Numbers served weekly		
		#Parents	#Students	
	Rainier Vista	10	15	
	NewHolly	15	15	
	Columbia City	15	15	
[2] Youth Job Readiness Training Program		NA	20	16 of 40 weeks
[3] Mentoring/Adult Advocacy and ELL Support for Peer Study Groups				
[3.1] Peer Study Groups & Mentor/Mentee sharing of academic progress, aspirations and challenges with families and school	25		45	40 weeks of year
	Biweekly with Peer Groups & 20 Mentors; quarterly with school/families			
[3.2] “Being Ready for College” workshops to assist post-secondary education and career planning	2 hour workshops			Semiannually
	35	38		
[4] High School Academic Support [Practice tests and online courses] related to COMPASS, PSAT, and ACT college readiness and/or entrance assessments	Two hours daily 2 days/week			40 weeks of year
	NA	20		
[5] Intensive Case Management (Direct & Referral Services)		15 weekly	25 weekly	Entire school year
[5.1] Home Contact Assistance for Schools		Same #s as above; weekly		Entire school year
[5.2] Parent-Teacher-School Conference Assistance		Same #s as above; quarterly		Entire school year
[6] Parent/Family Monitoring/Support for School Success		Same as #5; weekly		Entire school year
[6.1] Year-long Advocacy Services and Attendance at one of 8 Annual Cultural Orientations		40 parents		Advocacy – entire year & 1 of 8 orientations per year
[7] Transportation Assistance		Same as #5; Daily as needed		Entire year

[B.3] Challenges When Collaborating with Levy Schools and Strategies to Address Them

Obtaining data on student achievement and performance, attendance and/or disciplinary issues, and parent permission for accessing SOURCE data in compliance with FERPA are significant issues. Students may not willingly share information about academic progress. Our Parent Advocacy Lead has successfully collected and monitored these data through: weekly parent and school staff check-ins, and

biweekly checks on students' SOURCE files [with parent permission/school cooperation]. The *Family/Youth Services and Intake Coordinator* will manage student advocacy support and make quarterly checks on their GPAs. Program staff/Mentor observations, daily homework checks and monitoring of program attendance and/or performance alert staff/ parents to needs for support and interventions.

Parents may not come to workshops due to holding and attending to multiple jobs, or parents' lack of transportation or education. During *Program Outreach/Enrollment* of our FSSP, we help families consider the impact of school based/afterschool programs and advise them to enroll students in programs to support and retain academic gains. We make follow-up calls/home visits and for some families, provide childcare and [7] *Transportation Assistance* to school events. To aid access, we offer night and weekend activities.

Many teachers and families have difficulties creating collaborative relationships as families adjust to the U.S. educational system. For example, teachers give rewards of free time that is not supported by or culturally relevant to all East Africans, and thus, does not promote expected outcomes. East African parents are typically autocratic and limit children's choices. The schools' promotion of choices causes discord at home. New workshops, which no one has provided in the past, will address these issues.

[B.4] Description of Research Basis for Strategies

[B.4.Strategy #1: Middle School and High School]: The One Economy-Comcast Digital Connectors Program (DCP). *One Economy* is a global nonprofit that uses innovation to deliver technology and information to low-income people in 42 U.S. states, Africa, Europe, Latin America and the Middle East. Developed in 2001, *DCP* is *One Economy's* flagship 21st-century technology training and community service initiative for low-income youths. *Comcast*, the U.S.' largest residential Internet service provider helps *One Economy's* mission to maximize the potential of technology in the U. S. At the end of 2009, they aimed to double the 3,000 *Digital Connectors* who have provided more than 56,000 hours of technology-focused community service and had launched 21 additional U.S. sites including Seattle and Tacoma, WA.

The *DCP* curriculum helps participants learn real world broadband/digital technology, leadership, entrepreneurship, healthy living, higher education planning, career and character development skills, and community service, financial literacy and civic journalism. Students learn to network computer labs and wireless systems, and create documentaries/media projects to put technology to use in their communities.

Seattle Human Services' Youth Job Readiness Training (JRT) Program is based on the middle school "*Becoming Citizens*" digital media curriculum that helps students identify and address issues using digital media in authentic community service, advocacy, civic journalism and action planning. "*Becoming Citizens*" uses YTECH's *Civic Voice* Curriculum model that is based on state of the art research by the University of Washington's Center for Communication and Civic Engagement.

Strategy #2: During each *DCP Module* and *integral to JTP*, students engage in structured sharing of academic progress, aspirations and challenges and in *DCP* rate and discuss both the *Vocational and Educational Value* of what they are learning and doing. **Strategy #3: Case Management** for students identified needing intensive support. The seven HOAS FSSP Components align to National PTA Standards based on six types of meaningful parent involvement in research by Dr. Joyce L. Epstein at the Center on School, Family, and Community Partnerships at Johns Hopkins University and adapted by Seattle Schools.

[B.5] Critical Program Partners, their Roles and Evidence of their Commitment to Collaboration

HOAS has collaborated with administration and support staff at 20 Seattle Public Schools (SPS), WA Dept. of Social and Health Services (DSHS), and the City of Seattle HSD to address new trends and improve programs that increase parents' participation and improve children's academic achievement. Work with SPS and the HSD entails obtaining and reporting student demographics, SOURCE records, MAP data, and program attendance. Since 2005, HOAS has been awarded \$24,850 - 30,000 SPS Refugee School Impact Grants to encourage involvement. HOAS works with *Neighborhood Group* and a newly formed 15

CBO coalition that addresses educational issues of children in south Seattle. In addition, 17 adult volunteer *Peer Study Group Mentors/Mentees and the Parent Advocacy Lead* work with teachers, FSWs and other staff to mentor youth, monitor students' progress, assist with home contacts, and coordinate support.

During the *JRT* program, HOAS collaborates with these agencies who have agreed to permit site visits and conduct program activities: Office of the Mayor, Seattle City Council member Mike O'Brien, Seattle ORIA, Seattle Public Library, Seattle Tilth's Rainier Valley Garden, Amazon.com, and Starbucks.

Section C: Results

[C.1] Outcomes and Indicators Commitment for partnership with Middle and High Schools. We anticipate serving 45 grades 6th -12th grade students in our **College and Career Readiness Program**. Commitments include: 100% will pass to the next grade in one year; 90% of ninth graders promoted on time to 10th grade; 80% of 9th -12th graders will meet grade level state test standard; and 70% of high school students will be accepted at Community Colleges or Universities. Pretest-posttest comparisons of students' averages on all MAP Practice Tests will show increases of 8% to 18%. Forty middle and high school students and 20 high school students, respectively, will enroll in *DCP and Youth JRT Programs*, research-based curricula on technology, higher education/career planning, and community service.

Thirty-five parents and 45 students will attend biweekly *Peer Study Groups & Mentor/Mentee* sharing of academic progress, aspirations and challenges with families and school staff. To assist *post-secondary education planning*, 38 youths and 35 parents will participate in HOAS' "*Being Ready for College*" workshops. Twenty students [100% of 11th and 12th graders] will receive support on and take ACT, COMPASS, SAT preparation tests online. As part of HOAS' 7-part FSSP, 25 students identified as needing additional support will receive intensive Case management, including *Home Contact Assistance for Schools, Parent-Teacher-School Conference Help, and Parent/Family Monitoring/Support for School Success*. Forty parents will use our Advocacy services and attend one of eight annual cultural orientations.

[C.2] Results Achieved to Date and Substantiating Quantitative/Qualitative Data. In 2011, HOAS operated its *After School Program (ASP)* two hours daily four days a week for 40 weeks for 140 K -12 students and provided its *Youth Programs* for 45 unduplicated students at its NewHolly, Rainier Vista and Columbia City sites. Of 90 ASP students in the 2011-2012 programs, 94% passed the previous grade in one year. In 2010, 60 and in 2011, 49 ASP students showed increases of 8% to 18% on all pre-posttest comparisons on the internally administered SPS MAP Mathematics and Literacy Practice Tests. Average secondary math pre-test to posttests scores showed 16% and 7% gains in 2010 and 2011, respectively. Average secondary literacy pre- to posttests showed 16% and 11.5% gains in 2010 and 2011, respectively.

While 85 students in 2012 were receiving *Homework Assistance/Tutoring*, 75 parents received information on *SOURCE* and school progress requirements workshops. In 2010 and 2011, HOAS provided *SOURCE* workshops for 50 and 40 parents, respectively. A parent *Understanding Technology* course on computer literacy and topics such as Internet safety served 20 in 2010 and 28 in 2011. Anecdotal parent evaluations were favorable: "I have been assisted to learn about computers and have received help for my children. I am very grateful." To assist with personalized/group post-secondary and career planning, 33 youths in 2011 and 18 parents and 38 youths in 2012 took HOAS' "*Being Ready for College*" workshops. In 2012, 8 were accepted at Seattle Community College and the University of Washington for 2012 – 2013.

During the summer 2012, 20 youths participated in *Seattle Human Services' Youth Job Readiness Training Program (JRT)*, a research-based technology and career preparation curriculum that helps middle school students use digital media in authentic community service, advocacy, civic journalism and action planning to address community issues. From June through August, 20 students received post-secondary options information, 17 completed a Bank of America financial literacy seminar, and 20 completed UW and Seattle University site visits to gain exposure to and choose post-secondary learning opportunities.

Forty-nine *Intergenerational Connections Program [ICP]* students [100%] from 2010 - 2012 have used technology and media journalism to bridge the gaps between youths and their parents by creating video documentaries of their lived cultural experiences. Of 24 **ICP** youth, [A] 15 met grade level test standards; [B] 100% were promoted to the next grade; [C] five 9th graders were promoted on time to 10th grade; and [D] 8 graduated and enrolled at Seattle Community College and the University of Washington.

From 2009 – 2011, *One Economy-Comcast's Digital Connectors Project (DCP)*, a research-based technology and career preparation curriculum helped 12-15 middle and high school students annually transition to higher education, learn digital technology, leadership, career, and financial literacy skills, and provide community service through student-led technology asset mapping of over 800 residents. Of 12 DCP students in 2010 – 2011, four graduated to attend WA State colleges.

Students' posttests scores on *DCP Modules 1 through 6* showed consistent gains from October 2010 - June 2011. *Technology Skills* Posttests showed a 34% gain over Program Application Pretests. Post-Assessments on the Modules ranged from **98%** on Module 4 – *Community Asset Mapping, Computer Technology & Networking* to **95%** on Module 5 - *Computer Technology; IT Sector Jobs; Community Asset Mapping*. While students rated both the *Vocational and Educational Value* for Module 1 at **77%**, by Module 5, their Educational Value rating was **80%** and the Vocational value rating of Module 6 was **93%**.

Section D: Financial Projections

[D.1] Brief Description of Operating and Personnel Costs and Expense Assumptions

BUDGET totals \$375,474.00 with a Levy Request of \$159,554 and \$215,919 in leveraged funds (\$153,000 = (In-Kind volunteers' contribution). **PERSONNEL COSTS** total \$353,370.47 with a Levy Request of \$142,991.00 and leveraged funds of \$210,379.00. **PERSONNEL** fluent in English and seven East African and Hispanic languages: Tsegaye Gebru, HOAS Executive Director will serve as Project Lead providing oversight and fiscal management. Levy = 10 hrs per week (0.25 FTE x \$22/hr) = \$11,440. Dereje Negassa, Afterschool & Family Support Programs Coordinator, will manage daily activities at HOAS' four sites. Levy = 30 hrs per week (0.75 FTE @ \$18/hr) = \$21,600 and In-kind = \$1,500.00. Hassan Wadere, Family and Youth Services and Intake Coordinator will manage advocacy support for middle and high school and supervise the Digital Connectors Project. Levy = 40 hrs per week (0.77 FTE @ \$18/hr) = \$22,176.00. Afterschool Program & Parent Advocacy Lead, Fahmo Abdulle will act as middle school and family liaison and parent coach. Levy = (30 hrs/week for 40 wks (0.77 FTE x \$17/hr) = \$20,944.00. Mekdes Gessesse, Social Worker/Case Manager and Hirut Mare, Social Worker provide direct Case Management and social services referrals 15 hrs/wk for 52 weeks; Levy = (2 X 0.375 FTE @ \$15) = \$21,580 plus HOAS' in-kind = \$6,500. **Bilingual** Volunteer Coordinator Hilton recruits and retains volunteers. In-kind salary at 15 hrs/week for 52 wks (0.375 FTE @ \$15/hr) = \$11,700. Three Bilingual Mentors/Adult Advocates /ELL Support 12 hrs/week for 40 wks - Levy = (3 X 0.3FTE @ \$16/hr) = \$23,040 and \$5,000.00 in-kind]. 17 Volunteer Mentors/Adult Advocates –In-kind: 15 hrs/week X 50 wks (17 X 0.375 FTE @ \$15/hr) = \$153,000.

OPERATING COSTS total \$22,103.00 including a Levy Request of \$16,563.00 and leveraged funds of \$5,540.00. These costs include Supplies [Levy = \$2,200 and \$1,000 in-kind], Rental (22% of rentals) [Levy = \$4800 and \$3000 in-kind], Nutritious snacks and drinks [Levy=\$2,200 and \$500 in-kind], Phone (22% of phone service) [Levy = \$263], Books, Computer software & Bilingual Education materials [Levy = \$2150], Program Evaluation [Levy = \$950], Transportation [Levy = \$3,000, and \$500 in-kind], Insurance (22% of insurance) [Levy = \$1,000 and \$540 in-kind].

[D.2] Current Funding Sources and Leveraging Current Resources to Achieve Outcomes

Designated portions of these grant/contract awards may be used to support the Social, Emotional, Behavioral, and Family Support Program: City of Seattle Human Services Department = \$44,500, City of Seattle Youth Job Readiness Training = \$10,000, State of WA DSHS = \$75,980 and Outreach for the Federal ACF-ORIA Childcare Business Development for SEBFS outreach activities = \$20,000.

City of Seattle, Department of Neighborhoods, Office for Education Division
Families and Education Levy

Request for Program Information
College and Career Readiness and Planning

Individual/Organization:

Horn of Africa Services

Program:

HOAS College and Career Readiness Program

Budget Template

Table 1:

2013-2014 PERSONNEL COSTS					
Funding Level	# of Students Served	Requested Funding from School (\$)	Respondent's Funding and/or In-Kind Support (\$)	Total Cost (\$)	Note/Description
Base	45	\$142,991	\$210,379	\$353,370	Funds 17.66 FTE full and part time paid and volunteer staff
Incremental	10	\$25,000		\$25,000	Funds additional 0.25 Parent Advocacy lead and 0.5 FTE Student Mentoring/Advocacy

Table 2:

2013-2014 OPERATING COSTS					
Funding Level	# of Students Served	Requested Funding from School (\$)	Respondent's Funding and/or In-Kind Support (\$)	Total Cost (\$)	Note/Description
Base	45	\$16,563	\$5,540	\$22,103	Funds program supplies, computer software and test prep materials, facilities, snacks
Incremental	10	\$5,000		\$5,000	Funds additional supplies, computer software and test prep materials, snacks

Table 3:

2013-2014 PERSONNEL AND OPERATING COSTS					
Funding Level	# of Students Served	Requested Funding from School (\$)	Respondent's Funding and/or In-Kind Support (\$)	Total Cost (\$)	Note/Description
Total Base		\$159,554	\$215,919	\$375,473	Funds 17.66 FTE staff, program supplies, snacks
Total Incremental		\$30,000	\$0	\$30,000	Funds additional 0.25 Parent Advocacy lead and 0.5 FTE Student Advocacy Coordinator,
Grand Total	0	\$189,554	\$215,919	0	